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ABSTRACT

This annotated bibliography lists journal articles, dissertations, books, and ERIC documents related to research in the teaching of English published between July 1, 1976, and December 31, 1976. Documents covering all levels of education are listed in six sections: bilingual and bidialectal studies; language and verbal learning; literature, humanities, and media; teacher education; testing and evaluation; and written and oral communication. Each document is given a one-sentence annotation. (AA)

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Annotated Bibliography of Research in the Teaching of English

July 1, 1976 to December 31, 1976

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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1. Bilingual and Bidialectal Studies

1.1 Preschool and Elementary

1.1.1 Mays, L. Black Second Graders' Perception of Their Dialect Speech and Their Ability to Recognize Traditional Orthography. Paper presented at the annual meeting of the International Reading Association, 1976, ED 123 600.
Results showed that children preferred dialect speech and that dialect speech does not interfere with the child's ability to identify words in traditional orthography.

1.2 Secondary

1.2.1 Parks, T. I. A Profile of the Sociolinguistic Attitudes of Students, Teachers, and Home Adults in Four South Carolina School Communities. Dissertation Abstracts International, 1976, 37, 2159A-2160A.

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Results indicate that a majority of students and teachers feel that dialect differences interfers with communication in the classroom, but that eradicationism is not the answer to the problem. Black respondents felt that nonstandard dialects are an obstacle to social and economic upward mobility.

1.3 College and Adult

1.3.1 Anderson, E. Black American English: A Survey of Its Origins and Development and Its Use in the Teaching of Composition. Paper presented at the annual meeting of the Conference on College Composition and Communication, 1976, ED 123 631. Black English and some white Southern dialects can be traced and attributed to a normal process of cultural transmission.

1.3.2 Funkhouser, J. L. Black English: from Speech to Writing. Dissertation Abstracts International, 1976, 37, 2156A. Reveals that the conventions of writing force the Black English dialect features examined to undergo regular changes but leave the dialect as an identifiable pattern.

2. Language and Verbal Learning

2.1 Preschool and Elementary

2.1.1 Arnold, D. J., and Brooks, P. H. Influence of Contextual Organizing Material on Children's Listening Comprehension. Journal of Educational Psychology, December 1976, 68, 711-716. Investigated the effects of verbal and pictorial organizing materials on second- and fifth-grade subjects' comprehension of paragraphs.

2.1.2 Berry, M. M., and Muncy, M. J. An Investigation of the Interrelationship between Articulation, Receptive and Expressive Language Performance of Primary School Aged Children. Dissertation Abstracts International, 1976, 37, 2107A-2108A.
Also investigates the relationship between the standardized screening tests used in the study and three experimental tests designed to investigate the same language factors.

2.1.3 Blackburn, S. F. The Construction, the Implementation, and the Evaluation of a Title I Primary Grade Listening Program. Dissertation Abstracts International, 1976, 37, 1382A-1383A.
Concludes that the improvement in listening ability of the overall experimental group was significantly superior to the listening ability of the overall control group as measured by the Listening Rating Scale.

2.1.4 Edelsky, C. Recognizing Sex-Linked Language. Language Arts, October 1976, 53, 746-752.
A study of children's ability to recognize sex-linked language.

2.1.5 Ehmann, J. S. A Study of the Linguistic Performance of Elementary School Children in Response to Selected Examples of Simile and Metaphor. Dissertation Abstracts International, 1976, 37, 3471A.
Compares children's cognitive level to their linguistic performance on selected examples of similes and metaphors and investigates the effect of concreteness-abstractness, explicitness-implicitness, and denotation-connotation on children's linguistic performance.

2.1.6 Faires, T. M. The Effect of Creative Dramatics on Language Development and Treatment Progress of Children in a Psychotherapeutic Nursery. Dissertation Abstracts International, 1976, 37, 1958A.

Analysis of the data revealed that the creative dramatics program had no impact on language development which would have caused the experimental group to develop more rapidly in language.

2.1.7 Gold, V. Y. The Effect of an Experimental Program Involving Acquisition of Phoneme-Grapheme Relationships Incorporating Criterion-Referenced Tests with Evaluative Feedback Upon the Spelling Performance of Third-Grade Pupils. Dissertation Abstracts International, 1976, 37, 1959A-1960A.

2.1.8 Gray, B. G. The Playful Function in Discourse. Dissertation Abstracts International, 1976, 37, 3472A.

Develops a theoretical model of the playful function of language within a theory of discourse.

2.1.9 Horvath, B. M. Language Maturation among School Children: A Sociolinguistic Analysis. Dissertation Abstracts International, 1976, 37, 3590A.

Demonstrates similarities between diachronic and ontogenetic language change through the test performance of 120 anglo, black, and chicano third and fifth grade children.

2.1.10 Koenigsknecht, R. A., and Friedman, P. Syntax Development in Boys and Girls. Child Development, December 1976, 47, 1109-1115.

On several measures of sentence length and syntax maturity, girls averaged significantly higher scores than boys.

2.1.11 Loban, W. Language Development: Kindergarten through Grade 12. NCTE Research Report No. 18. Urbana, Illinois: National Council of Teachers of English, 1976.

Reports on a longitudinal study in which the language development of 211 children was examined.

2.1.12 MacGregor, Sr. M. Multiple Regression Analysis of Essential Variables Contributing to Spelling Achievement. Dissertation Abstracts International, 1976, 37, 1308A-1309A.
Focuses on the relative contributions to variance in spelling ability of intelligence, auditory memory, visual memory, vocabulary, word analysis, and reading comprehension.

2.1.13 Moerk, E. L. Processes of Language Teaching and Training in the Interactions of Mother-Child Dyads. Child Development, December 1976, 47, 1064-1078.
Results indicated that mothers actively teach all aspects of language, including syntax and morphology.

2.1.14 Schap, K. Not How Children Get Even, Only. [1975], ED 119 231.
Language observations of four children over two and a half years reveal that children's sentences are not flawed versions of adult counterparts, but seem to result from a different grammar.

2.1.15 Shackford, H. G. Junior High School Students' Knowledge of Grammatical Structure and Its Relation to Reading Comprehension. Dissertation Abstracts International, 1976, 37, 1380A.
Among the findings, that students' knowledge of six total sentence patterns differed significantly by sentence pattern and that females were more successful on the test of grammatical structure than males.

2.1.16 Stefanides, G. A. An Evaluation of Achievement and Attitudes of Students and Teachers Using an Individualized Spelling Approach. Dissertation Abstracts International, 1976, 37, 1392A.
Attempts to determine the effects of the Continuous Progress in

Spelling program on student achievement and on the attitudes of both the teacher and the student in grades two through four.

See also: Robeck, M. C., 2.5.1; Schubach, D. F., 2.5.2; and Sheldon, W. D., et al., 2.4.2.

2.2 Secondary

2.2.1 Strand, M. E. An Analysis of the Results of a Student Questionnarie Evaluation of a Ninth-Grade Language Arts Minicourse Program. Dissertation Abstracts International, 1976, 37, 3542A.

Surveys reactions of students to a three-week language arts minicourse program; at least 70 percent of the students felt that each of the seven program objectives had been met.

See also: Cleaver, B. P., 2.4.1; Loban, W., 2.1.11; O'Donnell, R. C., 4.5.2; Schubach, D. F., 2.5.2; and Sutton, G. A., 5.4.2.

2.3 College and Adult

2.3.1 Collett, L. S. Effects of Auditory and Visual Methods on Teaching an Individualized Program of Spelling at the Junior College Level. Dissertation Abstracts International, 1976, 37, 185A.

Investigated whether mean gain scores were significantly different when junior college students were taught spelling by a visual or an auditory approach.

2.3.2 Greenbaum, S. Experiments on Judgments of Syntactic Acceptability and Frequency: Report 1. 1976, ED 126 508.

Undergraduates rated pairs of sentences for the frequency and acceptibility of the syntactic constructions represented to investigate the feasibility of using such ratings in the study of syntactic forms.

2.3.3 Greenbaum, S. Experiments on Judgements of Syntactic Acceptability and Frequency: Report 2. 1976, ED 126 509.
Data from undergarduates' ratings are analyzed for linguistically defined sets.

2.3.4 Schubach, D. F. An Experimental Evaluation of a Program for the Improvement of Listening Comprehension of College Students. 1975, ED 120 724.
Results indicated there was a significant increase in listening comprehension and that the program was effective for speakers of nonstandard English.

See also: Schubach, D. F., 2.5.2.

2.4 Status Surveys

2.4.1 Cleaver, B. P. Teaching the History of the English Language: A Study of English Programs in North Carolina Schools, 1974-1975. Dissertation Abstracts International, 1976, 37, 3373A.
Concludes that the history of the English language does not have an important place in the English programs of North Carolina Schools.

2.4.2 Sheldon, W. D., et al. A Summary of Research Studies Relating to Language Arts in Elementary Education: 1975. Language Arts, November/December 1976, 53, 932-964.
Comments on 114 studies in such areas as language, oral communication, written communication, pre-first grade programs, and beginning reading instruction.

2.5 Reviews of Research

2.5.1 Robeck, M. C. Sensorimotor Bases for Language. Paper presented at a preconvention institute of the International Reading Association, 1975, ED 119 137.

Relates some of the research that describes language acquisition with the research about the early development of the human brain.

2.5.2 Schubach, D. F. Listening Bibliography. 1975, ED 119 188.

Contains a section on major findings in listening in the last ten years.

See also: Graves, M. F., and Koziol, S. M., Jr., eds., 4.5.1; and O'Donnell, R. C., 4.5.2.

3. Literature, Humanities, and Media

3.1 Preschool and Elementary

3.1.1 Boothby, P. R. Three Dimensions of the Parental Role in Selected Children's Literature 1950-1974. Dissertation Abstracts International, 1976, 37, 702A.

Concludes that the past twenty-four year period has seen a move towards the depiction of a parenting figure who appears less emotionally supportive and acceptive of the fictional child, while at the same time more concerned about the child's development intellectually, socially, and emotionally.

3.1.2 Candor, C. A. A History of the Kanawha County Textbook Controversy, April 1974-April 1975. Dissertation Abstracts International, 1976, 37, 1898A.

Concludes that the effects of the protest will be felt for years to come, that educational systems can expect increasing assaults on their legitimacy, and that school boards and administrators should establish a broad base of community support and involvement to

reduce or avoid the disruptiveness of a protest such as the one in Kanawha County.

3.1.3 Donlan, D. Nonverbal Responses of Primary School Students to "The Giving Tree.", 1975. ED 119 232.

Investigates whether the nonverbal responses to literature of primary grade children--in the form of drawings--provide significant information about their feelings toward literature.

3.1.4 Lee, E. J. A Comparative Thematic Categorical Survey of Children's Publications in England and America from 1744 to 1850. Dissertation Abstracts International, 1976, 37, 1975A.

Surveys samples of English and American children's publications to determine their breadth and variety in each country, the patterns of continuity of each thematic category surveyed, and the point when a distinctly American children's literature was born.

3.1.5 Meegan, M. E. Bibliotherapeutic Facets in Literature for Children. Dissertation Abstracts International, 1976, 37, 786A.

Concludes that there was an adequate supply of books with bibliotherapeutic facets for young children published between 1959-1967, with more books published during 1968-1975, and that the quality of realistic fiction books with bibliotherapeutic facets is high.

3.1.6 Sheppard, R. L. Affecting Children's Value Claims by Using High-Level Questioning Focused on Selected Poetry. Dissertation Abstracts International, 1976, 37, 3400A.

Findings indicate that values-clarification experiences using high-level questioning and selected poems did affect children's value claims.

3.1.7 Weitzman, L. J., and Rizzo, D. Biased Textbooks: Images of Males and Females in Elementary School Textbooks in Five Subject Areas; What You Can Do about Biased Textbooks. Washington, D.C.: National Foundation for the Improvement of Education, 1974, ED 119 114.

Reports on the way the two sexes are portrayed and the types of behavior encouraged for each.

See also: Monson, D. L., and Peltola, B. J., 3.5.2; Morris, E. C., 3.3.1; and Swiss, T., 3.5.3.

3.2 Secondary

3.2.1 Morrongiello, D. A. The Effect of Point of View upon Attitude in Response to Literature. Dissertation Abstracts International, 1976, 37, 952A.

Tenth grade subjects reading the first-person narrative responded with greater subjectivity and intensity of response, while the opposite pattern was found to exist for those reading the neutral and editorial narratives.

3.2.2 Peterson, C. M. A Study of Censorship Affecting the Secondary School English Literature Teachers 1968-1974. Dissertation Abstracts International, 1976, 37, 215A.

Concludes that censorship is a large and universal problem which will continue; that reasons for censorship are many and can be surprising; that anyone can be a self-appointed censor; and that all kinds of literature are censored.

3.2.3 Reggy, M. A. T. Self-Concept and Race: Basis for Reactions to a Short Story? Dissertation Abstracts International, 1976, 37, 3488A.

Concludes that the self-concepts of black female readers have an

effect upon their capacity to identify with the central character in a short story.

See also: Candor, C. A., 3.1.2; Douma, R., 3.5.1; Hipple, T. W., 3.4.1; Morris, E. C., 3.3.1; and O'Donnell, R. C., 4.5.2.

3.3 College and Adult

3.3.1 Morris, E. C. Critique of a Short Story: An Application of the Elements of Writing About a Literary Work. Research in the Teaching of English, Fall 1976, 10, 157-175.

Demonstrates that the use of the Purves schema can be extended beyond research coding into generating insights into literature.

3.3.2 Watson, R. J. The Priestly Professors: The Mind of a Generation of University Men of Letters. Dissertation Abstracts International, 1976, 37, 1056A.

Attempts to trace the impact on literature instruction of the first teachers of American literature at Columbia and Harvard Universities; Brander Matthews, Barrett Wendell, Bliss Perry, and William Peterfield Trent.

3.4 Status Surveys

3.4.1 Hipple, T. W., et al. The Novels Adolescents Are Reading. Gainesville: Florida Educational Research and Developmental Council, 1975, ED 119 213.

Reports the results of a national study to determine the novels students are most commonly required to read in high school English courses and their favorite novels.

3.4.2 Moody, D. B. An Examination of Selected Aspects of the Teaching of Children's Literature in Selected Michigan Elementary Schools. Dissertation Abstracts International, 1976, 37, 795A.

Concludes that there are no significant differences in teaching practices in children's literature due to either years of teaching experience or the community in which a teacher teaches, and there are few significant differences in teaching practices due to the level at which a teacher teaches.

3.5 Reviews of Research

3.5.1 Douma, R. Censorship in the English Classroom: A Review of Research. Journal of Research and Development in Education, Spring 1976, 9, 60-68.

Discusses twenty-one studies.

3.5.2 Monson, D. L., and Peltola, B. J. Research in Children's Literature: An Annotated Bibliography. Newark, Delaware: International Reading Association, 1976, ED 126 489.

Contains 332 entries.

3.5.3 Swiss, T. Death Education in the Language Arts Classroom: ERIC/RCS Report. Language Arts, September 1976, 53, 690-694.

A review of research and opinion on teaching children about death through literature.

See also: Graves, M. F., and Koziol, S. M., Jr., eds., 4.5.1; and O'Donnell, R. C., 4.5.2.

4. Teacher Education

4.1 Preschool and Elementary

4.1.1 Graves, D. H. Back to Basics--The Bennett Study: Research Update. Language Arts, October 1976, 53, 822-827.

A summary and review of Neville Bennett's study of Teaching Styles and Pupil Progress, which is being used to support a return to formal methods of instruction.

See also: Wilsford, J. A., 5.1.1.

4.2 Secondary

4.2.1 England, D. A. Developments and Issues in Secondary English Instruction, 1935-1955: Progression, Regression, and the Search for the Ideal. Dissertation Abstracts International, 1976, 37, 2034A.

Traces trends in secondary English instruction from 1935 through the 1950s.

4.2.2 Polk, T. P. An Examination of Elective English Programs in Comprehensive Senior High Schools: Implications for Program Development. Dissertation Abstracts International, 1976, 37, 1966A.

Examines the basis of program adoption and development of elective English programs in the senior high schools in the School District of Philadelphia, finding that program adoption and development was not based on a rationale.

4.2.3 Sanderson, H. W. Student Attitudes and Willingness to Spend Time in Unit Mastery Learning. Research in the Teaching of English, Fall 1976, 10, 191-198.

Examines variables which might significantly predict the amount of time spent in learning in a mastery-taught tenth grade English course.

See also: O'Donnell, R. C., 4.5.2; and Wilsford, J. A., 5.1.1.

4.3 College and Adult

See also: Moore, A., 5.3.1.

4.5 Reviews of Research

4.5.1 Graves, M. F., and Koziol, S. M., Jr., eds. Perspectives on Research in English Education and Reading, 1974 (Papers from the Conference on Research in English Education and Reading).

Urbana, Illinois: National Council of Teachers of English, 1974, ED 120 791.

A collection of nine papers by Roy O'Donnell, Richard Beach and Charles Cooper, Robert Calfee and Annalee Elman, Priscilla Drum, Julie Jensen, Marjorie Johnson and Robert Emans, Stephen Koziol, Sara Lundsteen and Eileen Tway, and Richard Rystrom.

4.5.2 O'Donnell, R. C. Research in the Teaching of Secondary English: Actuality and Potential. Paper presented at the annual meeting of the Secondary School English Conference, 1976, ED 120 799.

A systematic review of the nine volumes of Research in the Teaching of English published since 1967 reflects trends of relative importance in various areas of investigation.

5. Testing and Evaluation

5.1 Preschool and Elementary

5.1.1 Wilsford, J. A. The Experience-Language Context Inventory. Research in the Teaching of English, Fall 1976, 10, 176-190.

Attempts to establish the validity and reliability of a scheme for examining specific kinds of language activities in English classes.

5.2 Secondary

See also: Petrosky, A., 6.5.3; Sutton, G. A., 5.4.2; and Wilsford, J. A., 5.1.1.

5.3 College and Adult

5.3.1 Moore, A. The University of Georgia Teacher Education Program in English: What Makes You Think You Did It? English Education, Summer 1976, 7, 230-235.

Summarizes the results of the program's evaluation plan.

See also: Farmer, W. L., 6.3.6; St. Amant, M. M., 6.3.11; and Wagner, E. N., 6.3.19.

5.4 Status Surveys

5.4.1 Mullis, I. V. S. The Primary Trait System for Scoring Writing Tasks. Denver: Education Commission of the States, National Assessment of Educational Progress, 1976, ED 124 942.
Presents the rationale and procedures used to implement the NAEP system of scoring writing papers from the 1974 national assessment of writing.

5.4.2 Sutton, G.A. Do We Need to Teach a Grammar Terminology? English Journal, December 1976, 65, 37-40.
An examination of the amount of grammar terminology now used or required in eleven leading standardized tests.

6. Written and Oral Communication

6.1 Preschool and Elementary

6.1.1 Ciani, A. J. Syntactic Maturity and Vocabulary Diversity in the Oral Language of First, Second, and Third Grade Students. Research in the Teaching of English, Fall 1976, 10, 150-156.
Reiterates the Fox (1970) findings of the worth of the T-unit as a reliable gauge of developmental growth in syntactic maturity.

6.1.2 Combs, W. E. Further Effects of Sentence-Combining Practice on Writing Ability. Research in the Teaching of English, Fall 1976, 10, 137-149.
The seventh grade subjects wrote compositions that were syntactically more mature than those of the control group and syntactically more mature than those they had written at pre-test, conclusively establishing the effect of practice in sentence-combining.

6.1.3 Frye, E. T. The Effect of a Performance-Based Writing Program on the Writing Ability of Fifth and Sixth Grade Children. Dissertation Abstracts International, 1976, 37, 3374A.
Concludes that the study of syntactic variables may supplement a conventional language arts program very effectively and that a fifteen-week program of such study can enhance syntactic density of children's writing.

6.1.4 Harmon, L. G. The Influence of Exploratory Writing Experiences on the Creativity of Third-Grade Children. Dissertation Abstracts International, 1976, 37, 1386A.
Finds a significant difference between the achievement of the experimental and control groups according to the Originality measure of the Torrance Tests of Creative Thinking (Thinking Creatively with Words).

6.1.5 McDonald, A. A. A Multimodal Remedial Program for Teaching Skills of Written Expression to Intermediate Grade Students. Dissertation Abstracts International, 1976, 37, 1976A-1977A.
Investigates whether intermediate grade students who do unsatisfactory written assignments can learn to be more successful in written work as a result of a program which reteaches the skills of written expression.

6.1.6 Perron, J. D. The Impact of Mode on Written Syntactic Complexity: Part I--Third Grade. Report No. 24. 1976, ED 126 531.
Investigates the effect of mode of expression on the syntactic complexity of writing produced by third-grade students.

6.1.7 Perron, J. D. The Impact of Mode on Written Syntactic Complexity: Part II--Fourth Grade. Report No. 25. 1976, ED 126 511.
Found significant differences among four modes of students' writing (argumentation, exposition, narration, and description) for T-unit length and clauses per T-unit.

6.1.8 Rice, R. R. The Use of Handwriting Rate for Predicting Academic Achievement and Suggesting Curriculum Modification. Dissertation Abstracts International, 1976, 37, 1509A.
Findings indicate that handwriting rate was a significant predictor of language achievement and assignment completion and that IQ accounted for a significant amount of the variance throughout the study.

6.1.9 Vairo, F. M., Jr. The Relationship between Story Writing Skills and Achievement in Other Selected Language Skills. Dissertation Abstracts International, 1976, 37, 1509A.
Results of this study showed that there were significant relationships among story writing competencies and achievement in reading comprehension, vocabulary, usage, and spelling for fourth, sixth, and eighth graders studied in this investigation.

See also: Lundsteen, S. W., ed., 6.5.2.; Robertson, P. E., 6.2.8; and Sheldon, W. D., et al. 2.4.2.

6.2 Secondary

6.2.1 Donlan, D. Mathematics Textbooks and the Teaching of Assigned Writing. 1976, ED 122 306.
Presents the results of several studies of the kind of writing assigned by mathematics teachers and textbooks.

6.2.2 Science Textbooks and the Teaching of Assigned Wri[illegible]. 1976, ED 122 305.

Presents the results of several studies of the kind of writing assigned by science teachers and textbooks.

6.2.3 Social Studies Textbooks and the Teaching of Assigned Writing. 1976, ED 122 303.

Presents the results of several studies of the kind of writing assigned by social studies teachers and textbooks.

6.2.4 Textbook Writing Assignments in Three Content Areas. 1976, ED 123 635.

Presents the results of a survey of the percentage of mathematics, science, and social studies teachers who assign writing to their students and the percentage of textbooks in these fields which include writing assignments.

6.2.5 The Effect of Four Types of Music on Spontaneous Writing of High School Students. Research in the Teaching of English, Fall 1976, 10, 116-126.

Concludes that unfamiliar vocal music, specifically classical music, has an inhibiting influence on the quality and quantity of spontaneous writing.

6.2.6 Johnson, J. E. The Effect of Beginning Shorthand on Learning in Selected Language Arts Skills. Dissertation Abstracts International, 1976, 37, 708A-709A.

Shorthand students perform significantly better than non-shorthand students in the language arts skills of punctuation, spelling, and vocabulary.

6.2.7 Lazdowski, W. P. Determining Reading Grade Levels from Analysis of Written Compositions. Dissertation Abstracts International, 1976, 37, 1504A.

The study revealed a positive relationship between reading and writing ability.

6.2.8 Robertson, P. E. A Psychological and Pedagogical Rationale and Process for the Teaching of Expressive Writing. Dissertation Abstracts International, 1976, 37, 253A.

Proposes a possible rationale and process for the teaching of expressive writing, based upon selected writings of several humanistic psychologists, behavioral psychologists, and English educators.

6.2.9 Warner, D. E. Effect of First-Year High School Shorthand Instruction on Selected English Skills. Dissertation Abstracts International, 1976, 37, 3578A.

Finds no justification for including the first-year shorthand course in the high school curriculum on the basis of improving such English fundamentals as capitalization, punctuation, and word usage and sentence structure recognition skills.

See also: Cooper, C. R., 6.5.1; Cooper, C. R., and Odell, L., 6.3.4; Heath, M. E., 6.4.1; Illo, J., 6.3.8; Lundsteen, S. W., ed., 6.5.2; O'Donnell, R. C., 4.5.2; and Petrosky, A., 6.5.3.

6.3 College and Adult

6.3.1 Abraham, G. R. A Comparison of Freshman Composition Grading Standards between Public Two-Year and Four-Year Institutions of Higher Education in the Southern Association of Colleges and Schools. Dissertation Abstracts International, 1976, 37, 1420A.

Finds no significant differences between two-year and four-year institutions with respect to: the evaluation of a composition

without specified grading criteria, the importance of eight non-grammatical elements in determining theme grade, and the evaluation of compositions with grammatical errors.

6.3.2 Banberg, B. J. Relationships among Attitudes Toward Language Activities, Composition Instruction, and Composition Achievement. Dissertation Abstracts International, 1976, 37, 107A.

Examined possible causes of an observed decline in composition achievement in UCLA entering freshmen and explored relationships among high school composition instruction, student attitudes toward language activities, and composition achievement.

6.3.3 Collins, J. T. The Effects of Written Communication Skills Training upon the Communication of Empathy. Dissertation Abstracts International, 1976, 37, 704A.

Involved designing a short duration training sequence in written communication skills and then testing the effects of the training sequence upon the communication of empathic understanding in written correspondence of the subjects, graduate students in education.

6.3.4 Cooper, C. R., and Odell, L. Considerations of Sound in the Composing Process of Published Writers. Research in the Teaching of English, Fall 1976, 10, 103-115.

Examines the practice and opinion of a number of mature writers with respect to the use of sound.

6.3.5 Crowley, S. Components of the Composing Process. Paper presented at the annual meeting of the Conference on College Composition and Communication, 1976, ED 126 514.

Offers a model of the student composing process which is generalized from the composition diaries of 84 freshmen and 17 upperclass English majors.

6.3.6 Farmer, W. L. Individualized Evaluation As a Method of Instruction to Improve Writing Ability in Freshman College Composition. Dissertation Abstracts International, 1976, 37, 3472A.

Concludes that the oral, individualized evaluation method should not be discounted as a means of improving the content of students' themes, and that the experimental method tested was more effective for improving the organization, mechanics, and overall ability to communicate one's thoughts in writing for the population involved in the study.

6.3.7 Howell, J. D. An Identification of the Competencies in English Needed by Vocational Students in the Community Colleges and Technical Institutes in North Carolina. Dissertation Abstracts International, 1976, 37, 3341A.

Identifies competencies needed by students when they assume employment and compares the opinions of administrators, vocational teachers, and English teachers regarding the relative importance of the competencies for vocational students preparing for trade and industrial occupations.

6.3.8 Illo, J. From Senior to Freshmen: A Study of Performance in English Composition in High School and College. Research in the Teaching of English, Fall 1976, 10, 127-136.

A study of the preparation and background of the English composition student at Shippensburg State College which concludes that student achievement seems to be a matter of will rather than intelligence.

6.3.9 Linn, W. J. Contrastive Approaches: An Experiment in Pedagogical Technique. College English, October 1976, 38, 144-152.

A comparative study of three approaches to freshman English: a traditional grammar approach, a free-writing approach, and a simplified structural approach called Sector Analysis.

6.3.10 Moss, A. I. Toward a Rhetoric of Inquiry: A Study of the Theory, Application, and Evaluation of the Interdisciplinary Writing Course. Dissertation Abstracts International, 1976, 37, 2153A-2154A.

Describes a study of the writing process undertaken in four interdisciplinary writing course structures at the University of California, Los Angeles. Writing improvement of students in the interdisciplinary course compared favorably to that of students in traditional freshman composition classes at UCLA.

6.3.11 St. Amant, M. M. Objective Evaluation of English Composition. Dissertation Abstracts International, 1976, 37, 3475A.

Investigates whether the degree of objectivity in evaluation of English composition can be increased if overall evaluation criteria are agreed on, accepted, and used by classroom teachers of English.

6.3.12 Schlattman, R. D. The Effectiveness of Programmed English Usage on the Achievement of College Students Enrolled in Business Communications. Dissertation Abstracts International, 1976, 37, 1362A.

Compared the effect of a traditional lecture/discussion method of business communications instruction and a lecture/discussion/programmed remedial English method.

6.3.13 Spooner-Smith, L. Applying Empirical Needs Assessment Procedures to University-Level Instruction in Composition. Paper presented at the annual meeting of the American Educational Research Association, 1976, ED 122 294.

Employed questionnaire surveys of university faculty and students to assess the writing needs of undergraduates.

6.3.14 Stauffer, D. A. Using Programmed Materials to Teach Freshman College English. Dissertation Abstracts International, 1976, 37, 947A-948A.

Concludes that programmed materials, as they are now constructed, can be used only in a limited way and only with carefully selected students whose learning style is suited to auto-instructional techniques.

6.3.15 Steinacher, R. C. Learning to Write by Writing in a Community College Remedial Composition Course. Dissertation Abstracts International, 1976, 37, 3388A.

Finds that student writing growth was promoted through self-selection of paper topics; engagement in prewriting/planning, revising, and reformulating one's writing; and peer editing.

6.3.16 Sutton, D. G. Evaluating Teaching Methods in Composition. Paper presented at the annual meeting of the Conference on College Composition and Communication, 1975, ED 120 730.

Compared the long term effects of two instructional methods on the achievement and attrition rate of 244 college freshmen and concluded that remedial students in the writing laboratory had significantly greater achievement than those taught by lecture and discussion.

6.3.17 Swanson, C. L. An Investigation of Content Differences in Oral vs Written College Freshman Discourse. Dissertation Abstracts International, 1976, 37, 155A. (A summary is available in ED 126 520.)

Compares the ideas students expressed in written discourse with the ideas they expressed in oral interviews to determine whether students were consistent in the views they held in the two situations and to identify a possible reason why college freshmen have so much difficulty with their writing in their English classes.

6.3.18 Venditto, J. E. Analysis of Verbal Behavior in Seven Freshman College English Classes. Dissertation Abstracts International, 1976, 37, 1509A-1510A.

An analytic study of verbal interaction between teachers and students during one session each of seven college freshman English classes taught by seven different instructors, to learn how the language of the classroom affects learning.

6.3.19 Wagner, E. N. When the Bookkeeping System Takes Over: The Effects of Grading Compositions on Student Attitudes. Paper presented at the annual meeting of the Conference on College Composition and Communication, 1976, ED 120 802.

In the presence of positive, free comment, the addition or deletion of a letter grade does not significantly alter attitude improvement as measured by the Osgood Semantic Differential.

6.3.20 Waters, B. L. Sex-Based Differences in the Written Composition of Freshman Students at Middle Tennessee State University. Dissertation Abstracts International, 1976, 37, 1524A.

Attempts to ascertain whether the sex of the writers of a set of sample themes could be identified and to discover the criteria which are or can be used to make such distinctions.

See also: Funkhouser, J. L., 1.3.2; Lynch, R. M., 6.4.2; and Robertson, P. E., 6.2.8.

6.4 Status Surveys

6.4.1 Heath, M. E. Career Education and Secondary Language Arts: A Study of the Nature and Extent of the Integration of Career Education and High School English Programs in the State of Florida. Dissertation Abstracts International, 1976, 37, 161A.

6.4.2 Lynch, R. M. An Analysis of Freshman English in Illinois Public Junior Colleges. Dissertation Abstracts International, 1976, 37, 276A.

Analyzes the content and organization of freshman composition curricula in Illinois public junior colleges during the school year, 1973-74.

See also: Mullis, I. V. S., 5.4.1; and Sheldon, W. D., et al., 2.4.2.

6.5 Reviews of Research

6.5.1 Cooper, C. R. Research Roundup: Written Composition. English Journal, September 1976, 65, 84-86.

Discusses ten studies and research reviews on composition and the teaching of writing.

6.5.2 Lundsteen, S. W., ed. Help for the Teacher of Written Composition (K-9): New Directions in Research. Urbana, Illinois: National Council of Teachers of English, 1976, ED 120 731.

Discusses important research which has bearing on the teaching of writing K-9.

6.5.3 Petrosky, A. Research Roundup: Apprehension, Attitudes, and Writing. English Journal, December 1976, 65, 74-77.

Discusses one research review on the teaching of writing and seven studies dealing with such subjects as the grading of creative writing essays, the measurement of writing apprehension, and teachers' attitudes toward students' writing.

See also: Graves, M. F., and Koziol, S. M., Jr., eds., 4.5.1; and O'Donnell, R. C., 4.5.2.